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ABSTRACT

Learning experiences in this package are designed to help the student to examine the place of work in his own life and to verbalize about life style as related to his present and projected career needs. Five enabling objectives and related learning experiences are outlined to help the student become familiar with the variety of career patterns possible and to become aware of his own attitudes toward work; to help him see that career is a sequence of choices and positions throughout a lifetime which affect and determine his total life style, that it is a means of developing and implementing a self-concept; and to make him aware that this broadened concept requires him to examine information and attitudes about self, work, and life as a worker. This package is one of a series developed for use at the high school level and may be implemented through the traditional subject areas or taught by teachers and/or counselors as self-contained mini-courses or group guidance units. Activities related to the enabling objectives are appended. (TA)

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LIFE STYLES AND WORK

A Career Education Resource Guide

by

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RATIONALE

Traditional attitudes toward and information about work have centered on job choice and what one does while on the job. It has been only in the last decade that work as a chief determinant and influencer of the style of life one lives has received prominence. Sociologists and psychologists particularly have described work as having a pervasive influence on a person's life, including where he lives, how he lives, with whom he associates, how much leisure time he has, and how he uses it.

Because of the centrality of work in the life of most individuals (even in a changing technological society in which the work day for many may be shortened and work itself less meaningful), it seems important that senior high young people have a chance to examine this broader concept of work in relation to themselves and their needs -- that they become aware of and begin to explore different kinds of career patterns in relation to their own needs and leisure and work values.

The purpose of this learning opportunities package is to help the student become familiar with the variety of career patterns possible and to become aware of his own attitudes toward work; to help him see that career is a sequence of choices and positions throughout a lifetime which affect and determine his total life style, that it is a means of developing and implementing a self-concept; and to make him aware that this broadened concept requires him to examine information and attitudes about self, work, and life as a worker. These experiences should help him to examine the place of work in his own life and to verbalize about life style as related to his present and projected career needs.

Suggestions for Use of the Material

This package is one of a series developed for use at the high school level. Constituting a career development curriculum (CDC), these packages identify important concepts of self and community which too often are left at the periphery of the curriculum. They focus on the kinds of social issues and vital themes which make up real life and are of concern to young people.

The career development objectives and learning activities contained in this and other packages of the series may be implemented through the traditional subject areas or they may be taught by teachers and/or counselors as self-contained mini-courses or group guidance units. A teacher who wishes to incorporate career development activities in her course of study has the option of teaching an entire package or selecting those enabling objectives and learning opportunities which interest her most, fit her time schedule, or best meet the needs of her students. In choosing this latter option, however, the teacher should be aware that there is a sequential ordering of the enabling objectives within any one package. The sequencing moves from basic concepts to more complex concepts.

Ideally, a coordinated approach which distributes these learning activities throughout all subject areas of the curriculum is recommended. Such an approach may be achieved where teachers of the various disciplines, in consort with each other, identify those objectives and activities having relevance for their respective areas and incorporate these activities in an overall curriculum plan.

LIFE STYLE AND WORK

Terminal Performance Goals

The student will:

1) Explain how a vocation may contribute to a balanced and productive life.

2) Describe how one may use work as a principal means for coping with and changing his own environment.

3) Make explicit his life style needs and priorities at this point in time.

Enabling Objectives

EO#1 Distinguishes between job as a means of securing an income and career which encompasses a whole life style.

Learning Experiences

1) Have a panel of people (possibly former students of your school) representing different jobs, careers, or stages of career speak to the class about their jobs and the place of work in their lives. Student committee and counselors might assist in identifying panelists such as a) a student in college, b) a tradesman, c) a professional, d) a housewife, e) a vocational school student, f) a career woman and mother, g) an apprentice, h) a college dropout. The moderator will guide the panel on questions such as those listed in "Moderator's Guide for Life Style Panel Discussion," appendix, p. 13. Students should be encouraged to ask their own questions, possibly using some of the questions from "Worker Questionnaire" in appendix, p. 14. If video equipment is available, this could be videotaped for use with other classes.

2) Using Katz' "The Name and Nature of Vocational Guidance" for his own background (appendix, p. 15), the teacher presents for class discussion a framework for examining life style. He may want to display the various definitions or career patterns as defined by Katz in flip chart, transparency, or dittoed form or he may use the chart on "How People See Work," appendix, p. 31, as an instruction aid. After this introduction to different ways of perceiving or defining work, students are asked to conduct informal interviews with five workers (including a parent) to determine how each worker views his work. They may use a questionnaire such as that found on page 14 of the appendix as an interview guide. On the basis of the completed questionnaires that are brought to class by the students, ask them to determine whether the majority of the workers surveyed view their work as a job or as a career. Important in this activity would be to get a wide range of workers (including both men and women) so that the students may confront a greater number of life styles. In small groups, have them discuss how people interviewed look at their jobs. See if students can arrive at generalizations about workers, how they see their jobs and themselves. Also encourage students to begin thinking about how they see work in their own lives.

3) To make the students more aware of where they stand on the question of the centrality of work in life, set up a debate on the following resolution:

Resolved: "A person is what he does for a living."

A negative and affirmative side should be chosen for the debate before the resolution is assigned. If all the students are not included in the debate, have them record what they feel are valid points made by each side. At the end of the debate, have them review the points made by both the affirmative and the negative and thereby select the winner.

4) Have the class read and/or listen to Arthur Miller's "Death of a Salesman" (See references, page 11) and discuss the place of work and work values in Willy Loman's life. The teacher should be careful to point out the generic nature of "salesman" -- i.e. there are Willy's in every occupation and not all salesmen are Willy's. To motivate purposeful listening or reading in relation to life style, have students do the following:

a) Identify ten quotes which reflect work values or contrasting value systems between characters -- e.g. Willy and his sons or Willy and Linda. Discuss.

For Example: "Be well-liked, Son. You can go anywhere if you're well-liked."

"We don't belong in this nuthouse of a city. We should be in another occupation -- mixing cement in some open plain--or--or carpenters."
"He never knew who he was" vs. "I know who I am."

"It's the only dream you can have -- to come out number one man."

"A salesman has got to dream, Boy. It comes with the territory."

b) Have students identify the value statements which indicate "job" orientation and those value statements which include "career" orientation. Ask them to choose the set with which they most closely identify.

c) Identify how Willy's occupation affects his whole life style.

d) Ask students if they know someone like Willy in another occupation and write a paragraph describing this person.

5) Have the students read Class and Race in the United States (See References, p. 11) and become familiar with the following factors which affect life style:

INCOME	CLASS	TASTES	RACE
EDUCATION	ATTITUDES	OPINIONS	PRESTIGE

Break into four work groups and have each group take two of the factors to find examples in the newspapers, TV, commercials, ads, and literature which reflect the influence of each factor on life pattern or life style. Have students collate all examples into a Life Style Album, each group responsible for one section.

As a culminating activity, have the students describe in writing how these factors relate to the life style of their own family.

6) As an individual assignment, ask the more able and interested students to write an expository paper on one of the following quotations, taking a stance and defending it.

a) "A man's work is the watershed down which the rest of life tends to flow." (Lynd)

b) "In an urban industrialized society a man's work constitutes the major factor in his style of life, providing the basic motivations for his behavior, and conditioning all the other roles he will play in society." (Tennyson)

EO#2 Examines life styles and ways of living association with a few occupations in the broad occupational area or areas of his choice.

Learning Experiences

1) Teacher introduces vocational life stage concept, using Havighurst's chart, appendix, p. 32. For display these might be put on transparency or ditto. Discussion might center around such questions as those in the appendix, p. 33. Students should be helped to see where they are now in their own vocational development, that education is an intermediate step in one's career and that the role of "student" is one stage of it.

2) Students with photographic interests and equipment available might take pictures or slides for a multi-media show to be developed, publicized, and presented by the whole class on "Man and Woman at Work." Their product would depend on their creativity, but they might use collages, psychedelic displays, musical accompaniment, photo exhibitions, and the life to communicate various ideas about work. Examples might be as follows:

a) "A Day in the Life of a Worker" (following him from getting up until he goes to bed from Monday to Sunday).

b) "The Stages of Career" (a series of pictures of people at different stages of work life -- the two year old building roads in the sand, the six year old wanting to be a fireman, the junior high library aide, the high school student working part-time, the dropout, the college student, the college graduate, the apprentice, the journeyman, the middle-aged worker, the old person in retirement.)

c) "Woman in a World of Work" (Depicting woman's changing roles in relation to family and the labor force.)

d) "One Man's Work -- Another Man's Leisure" (pictures depicting the relationship between work and leisure and in which the work of some contributes to the leisure of others.)

e) "A Satisfying Job" (scenes of a variety of workers on the job expressing feelings of satisfaction and/or dissatisfaction.)

3) If students are not familiar with the broad range of occupations possible in this country, this would be a good time to introduce them to the Dictionary of Occupational Titles (DOT) (See References), the massive two-volume classification of over 21,000 jobs in the United States prepared by the Department of Labor. The teacher may want to invite a counselor in to describe the DOT and demonstrate to students ways in which it might be used in exploring occupations. Although it does not deal directly with "life style," there is a wealth of objective information through which students can arrive at life style generalizations about occupations. Because the DOT is a difficult tool to use, the teacher will need to prepare himself if a counselor is not available. The brief description in the appendix, p. 34, should provide some background for explaining 1) the alphabetical job descriptions and 2) the Data-People-Things classification. After students have been oriented to the DOT, they are to:

a) Look up a preferred occupation, starting with Volume I and going to Volume II.

b) Based on the objective information obtained, have each student write a two to three paragraph "psycho-social" description (see sample in appendix, p. 38) of the preferred occupation, stressing the life style implications which are not presented in the DOT. Share and compare.

4) The "Four Worlds" of aesthetic, natural, human, and technological provide the basis for this experience designed to give the students another conceptual framework for looking at the world of work. After reading the background article in the appendix, p. 39, the teacher should give the students a brief explanation of each world. They are then to use these four areas as the basis for interviewing four workers with different life styles or career patterns (parents, friends, or relatives could be among those interviewed). Students are to complete the questionnaire in the appendix, p. 42, for one worker in each of the four worlds. After they have completed their interviews, collect the questionnaires and sort them into the four worlds. Divide the class into four groups, having each group summarize the results of the survey for their particular world. Discuss results.

5) Some occupations allow a great deal more time for leisure than others; some leisure activities require more personal and financial resources than others. In examining "ways of living" associated with different occupations, it is important to consider the relationship of various leisure styles to one's own preferences in both amount of time available for leisure and resources available for leisure activities. Are certain leisure activities associated with certain occupations? Which occupations in which students are interested at this time offer the greatest possibilities for them to pursue their nonwork or "avocational" interests? To find answers to these questions, have the students do the following:

   a) Identify the ten most enjoyable leisure activities in which you have engaged in the past year. From these select the three that are the most permanent leisure interests which you think you would like to keep doing during a lifetime.

   b) Identify three leisure activities you have never tried but think you would enjoy as part of your way of life.

   c) Break into pairs, each person taking turns telling the other his three preferences for both (a) and (b) above. Each one then tries to help his partner answer the following questions:

      1) What kinds of personal or financial resources would I have to have to be able to do those things I enjoy most?

      2) What kinds of occupations would allow me to do those things?

      3) Are my present and desired leisure interests dependent on my having a certain type of occupation?

      4) Would the occupations I am thinking about at present allow me to have the leisure time I desire and the resources to engage in them?

6) Have students listen to the John Colburn "What's It Like" tape cassettes (See References, p. 11). These are tapes of successful black workers who "tell it like it is" regarding their particular jobs and how they got there. Break students into small groups of five or six consisting of different racial, socioeconomic, and ethnic backgrounds if possible. Have them share with each other how their own backgrounds affect their life goal or life style expectations. Have them elect a student discussion leader and give each group a copy of "What's It Like Discussion Guide," appendix, p. 43. Ask a student reporter from each group to be prepared to summarize any generalizations or conclusions the group arrives at. EO#1-5 should provide some background for this activity.

EO#3 Describes the ways in which his preferred career choice may effect his future life style (e.g. his community and family life, his residential or geographic mobility, and the amount and nature of his leisure-time activities).

Learning Experiences

1) Arrange interpretive reading to class of vocational autobiography "Who Am I--Where Am I Going?' by a senior high boy, appendix, p. 44. Senior boy's stream-of-conciousness thoughts on himself, his values, and future career can provide focus for class discussion on such questions as those in appendix, p. 46. A variation might be to apply the Life Style Values Inventory (see appendix, p. 47) to Bill's case.

2) Give students Life Style Values Inventory. Give instructions as follows: This inventory contains values often considered important by people in thinking about life style.

   a) Complete the Life Style Values Inventory, checking which values are most important and least important to you.

   b) Take the values you rank "most important" and number them in order of priority.

   c) Identify one or two occupations which you think might satisfy each value.

3) Using Bill's "Who Am I--Where Am I Going?" paper, (appendix, p. 44) as a model, have each student write his own Life Style Essay (vocational autobiography). Instruct him to include statements about values, interests, abilities, personal characteristics, his preferred life style, fields he is considering, work settings he thinks he prefers, probabilities of success, risks, and his present "hierarchy of values." If it is easier for him, he might use "third person", e.g. "The Story of George."

   An alternate experience which would provide more guidelines and instructions for those who need them would be to write a paper about "You and Your Past, Present and Future Life Style," using "The Structured Autobiography" as a guide (appendix, p. 49). Again it may be easier for some to use third person, e.g. "A Case Study of Sue."

4) Ask each student to establish a relationship with a worker in a preferred occupation. Using whatever means available to him or her, (interview, home visit, on-the-job visit, publications, discussion with wife or husband, etc.), he is to learn as much as he can about all aspects of the occupation. Try to learn about personal satisfactions of the job to the worker and his family by asking such questions as:

   How does he view his spouse and children?
   How does he use his leisure time?
   How does he dress when he goes to work?
   When he goes out on Friday night?
   Where does he go after work?
   With whom does he spend his leisure time?

   Incorporate findings into a 2-3 page description such as "The Life Style of a Plumber", "The Life of a Social Worker", "Electronic Technician--What Kind of Life?" or "Why a School Secretary?"

5) Student enters into an individual contract with the teacher to develop his "life style" project which will help him examine where he is in the area of life goals and draw up a plan for achieving them. Counselor should be asked to assist in this project. Part of the plan should include his vocational autobiography and an individual or group appointment with his counselor. Parent and the teacher might also be involved in this latter.

EO#4 Describes how significant persons in his life differ in their abilities, attitudes, activities, aspirations, and values; identifies those characteristics which make him a different and unique person.

Learning Experiences

1) In small groups of 5-6 students, ask each one to identify and describe one person who has been a significant person in his life. Focus might be on such things as those in "Guide for 'Significant Person' Discussion," appendix, p. 51.

2) Have the student write a short essay on "The Most Significant Person in My Life" (outside of his family), incorporating some of the questions from "Significant Persons Guide", appendix, p. 51. "My Most Unforgettable Character" from the Readers' Digest model might serve as an example.

3) Teacher obtains selected film models of Elizabeth Drews' Being and Becoming Project. (See References, p. 11). After seeing the film models, students discuss them in relation to their own career preferences, focusing on enjoyment, commitment, and involvement. Teacher might set discussion protocol by disclosing himself and talking about how these three aspects fit into his life as a teacher. To get the other point of view, some students might read Keniston's The Uncommitted. (Discussion could focus on contrasting values and value systems).

4) Arrange symposium of "Who sets the norm for me?" Purpose of this experience is to help students look at their own reference groups or subgroups and the subgroups in the lives of people in their preferred career. Teacher might use Life Magazine Harris Poll, appendix, p. 52, as a starting point, especially sections on "The Things Americans want most" and "What goals and values are most important?" Other similar current polls might also be used if more appropriate. Also, use article from Charter issue of Careers Today, appendix, p. 58, on "Your Own Way" for examples of those who create their own career.

5) Have students select a book from list of "Vocations in Fiction and Nonfiction," appendix, p. 63 or from "Vocations in Biography and Fiction" and write a critical review, emphasizing life style (work and nonwork) of your person. Prepare review using Review Outline, appendix, p. 72.

EO#5 Verifies how management of personal resources (e.g. time, money, talents) affects his way of life and achievement of life goals.

1) An effective teaching device for helping students look at life style, goals, and resources is "The Life Career Game," (see appendix, p. 73), an academic simulation game designed to help them "plan the most satisfying life" for one of four individuals about their own age (juniors in high school). In teams of 2 to 4 students (30 maximum for playing), they are given a brief profile of one of four students for whom they must make decisions in the areas of occupation, education, family, and leisure. They play a maximum of eight rounds, each round representing one year in the life of the individual. For this experience to be meaningful, at least five days must be allowed, especially if supplementary information and activities are to be built into the experience, as the authors of the game suggest. The game is intended to teach a variety of things: to make students aware of the interrelatedness of decisions, that a satisfying life is different for different individuals, that there are different levels of jobs requiring differing amounts of education and types of training, that random factors often influence life plans, and that career planning is a lifelong process of choices, steps, and positions.

   Because of the complexity of the game (especially its scoring system), it is impossible to include details for playing in this package. For the teacher who would like to try this simulation game with his class, it is suggested that:

   a) He first read the article in the appendix, p. 73.

   b) He read through the administrator's manual and carefully examine the materials which come with the game.

   c) He invites a counselor, social studies teacher or other person familiar with the game to assist him in instructing students, playing the first round, and scoring. This also provides a good opportunity for the counselor to come into the classroom and to work with small groups of students.

   d) He trains students to assist in scoring and helping at the school and job tables.

   The game has been tried out with students of all kinds of backgrounds and abilities (and with sixth graders through college students) and is reported to be very effective in motivating students to think about their life careers. For publishers' details, see References.

2) Have each student draw a time space chart indicating the relative importance to him of activities relating to family, work, personal hobbies, interests, and community participation. In a dyad (with one other person) have him share what this means in relation to his preferred occupation. He should use his own creativity in expressing his value preferences in relation to use of time, the importance of money, and use and development of talents. For example: A person

who considers money extremely important might draw a square in the center of his chart with lines, circles, triangles, and diamonds or whatever symbols he chooses to depict how this related to other areas such as family, work, and leisure.

3) From magazine clippings or using his own artistic ability, have each student prepare a collage or montage showing a worker doing what he thinks he would like to do in life vocationally-depicting his present and future life style. Have each student show it to the class (or to a small group) and ask, "Is this me?" This will provide one way for him to get some feedback from peers on how they see him and his life style preferences.

4) Each student writes a "Who Am I Becoming?" paper, discussing self and situational factors now and in the future and relating to preferred career and life style. He should be sure to include intermediate steps such as trade school, travel, college, the draft, Peace Corps, Vista, part-time work, etc; also values hierarchy (appendix, p. 47 -- Life Values Inventory).

5) Invite counselors into class to talk with students about what happens to most graduates of their school. Such local follow-up data might be used for students to think about their own goals, aspirations, and career needs in small-group counseling sessions with counselors.

6) Abraham Maslow has categorized man's needs into hierarchies in which he suggests certain kinds of needs must be satisfied before one can be motivated to satisfy higher level needs. The first needs which must be satisfied are "deficit" needs--the basic food, shelter, and clothing needed to exist; the next level are "growth" needs--needs for love, affection, mastery; the third level are "self-actualization" needs which include status, recognition, talent utilization, and the like. Apply these three kinds of students' own needs in a present-past-future "Career Needs" paper which relates these to occupational possibilities.

Evaluation

1) Many of the activities in this learning package offer a basis for the teacher and the student himself to evaluate the extent to which the performance objectives are being met. For example, interview questionnaires, Life Style Papers, and quality of participation in discussion all offer indices of students' progress in understanding "Life Style and Work." In addition, a "Vocational Life Style Concept Test" might be administered as a terminal activity to determine grasp of concepts and vocabulary. Content would depend on what is selected from the package as well as what the teacher chooses to emphasize. See sample Concept Test items, p. 79.

2) As a final evaluation, have the student do a life style summary or profile of persons in three occupations in which he is interested, preferably three occupations listed in the "Very Important" column of the Life Values Inventory, p. 48.

He may choose whatever means to do the study e.g. "bird-dog" a worker in the field, interview a person on and off the job, or other techniques through which he has learned about life styles during the study of "Life Styles and Work." His "profiles" may be tapes, photographs, thumb-nail sketches (such as in the Life Career Game), oral report, or whatever medium the student feels most comfortable with. This evaluation should reveal the extent to which he has learned how to obtain and evaluate life style data about a worker, his ability to describe the life style itself, and to relate it to his own preferences and values.

3) Have each student write a brief "position paper" on "The Place of Work in My Life - As I See It Now." Purpose of this evaluation is to determine the extent to which the student is able to see where occupation fits in in his current concept of career and his life values.

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*References included in the following appendix.

APPENDIX

EO#1-1

MODERATOR'S GUIDE FOR LIFE STYLE PANEL DISCUSSION

Purpose of this discussion is to give students a chance to hear and talk with people who are in different jobs or careers, at different stages in their careers and having different life styles. Questions such as the following (and others from audience) might be posed to each panelist as appropriate.

1. What are you doing at the present time? How did you get there?
2. How long have you been in your present job, position, or situation?
3. Do you expect to stay in your present position? What are your plans for the future?
4. What part of your life does your present job or position take up?
5. How much leisure time do you have?
6. What do you do in your leisure time?
7. What are your main satisfactions and dissatisfactions with your present career status?
8. What do you know about yourself and jobs now that you didn't know in high school?
9. Do you see your present life style as a stage in your career or as a way of life you would like to have for a long time?
10. How important is work in your life? How does it affect your family and friends?
11. Do you get your main satisfactions on the job or off the job?
12. Do you regard a job mainly as a way to earn a living or as a means for self-fulfillment?
13. How do you feel about your present life style?
14. How do your career goals relate to your life goals?

EO#1-3

WORKER QUESTIONNAIRE

1. What would be a description of the work you are now doing?
2. What other jobs have you held during your work life?
3. What is your main purpose in working at your present job? Are there other reasons?
4. Do you feel that what you are doing is important? Why?
5. Do you work at anything else outside your present job?
6. What do you like to do in your leisure time?
7. How much does your present work determine what the rest of your life is like?
8. What did you plan to become when you were a student in high school?
9. How long did you plan and prepare for what you are now doing? What steps did you take (education, apprenticeship, other jobs, etc.)?
10. Are you satisfied with the work you are now doing or are you planning for something else? What goals do you have for your work?

THE NAME AND NATURE OF VOCATIONAL GUIDANCE*

by Martin Katz

"Why, Hal, 'tis my vocation, Hal 'tis no sin for a man to labor in his vocation." (Henry IV, Part I, II)

Let us start by defining the content of vocational guidance simply as the choices that our society permits among educational and occupational options. Most people are confronted with a sequence of such choices, qualified and timed according to the dictates of our educational system, labor laws, labor market conditions, certification and licensing requirements, union regulations, employers' personnel policies, the state of the economy, military service obligations, and other such cultural constraints. The options are not limited to occupational titles or educational programs. They span such highly specific arrays as placed of possible employment and such broad concerns as the relative desirability of work or further education at a given age. This definition recognizes that the number and nature of choices vary from one individual to another.

Some persons seem to make no choices, perhaps have no opportunity to do so. Guidance cannot give them the opportunity; society must do that. Guidance may, therefore, often have to start by helping them to discover opportunities for choice that they might not have seen unaided. In general, however, there are certain points at which most people are expected to make quite definite decisions leading to some immediate action. They may also receive some prompting to anticipate distant choices, although they usually recognize that long-range plans may remain quite tentative and general. That choices for the somewhat distant future tend to be unstable has been thoroughly demonstrated--e.g., Flanagan and Cooley, 1966, that they very often should be unstable, because of changes in conditions, in values, and in knowledge and understanding, has previously been argued--e.g., Katz, 1963)..

Career Guidance and Decision-making Skill

The term "career guidance" suggests that all major choices--of education, of occupation, of leisure activities--are but manifestations of the choice of a way of life, or a life-style. It also suggests some sense of continuity--a pattern or a theme--running through the course of the various choices an individual makes during his life. Thus, it implies both horizontal and vertical dimensions. Exponents of this point of view are likely to cite Super's (1953) notable definition of the process of vocational development as "essentially that of developing and implementing a self-concept."

Efforts to develop decision-making skill are, of course, not to be scorned. Still, the existence of such a skill as an independent entity that can be generalized and transferred from one situation or context to another has not been established. Decision-making does not take place in a vacuum. One of the elements the decision-maker deals with is information. I have suggested elsewhere (Katz, 1963, p. 25) that decision-making may, indeed, be regarded as a strategy for acquiring and processing information... The person..."either does not know what information he needs, does not have what information he wants, or cannot use what information he has." Ways of defining, getting, and using information may vary considerably from one kind of content to another...

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Choices and Self-concept

Thus, while vocational development is a continuous process, it is not just a process, devoid of content. The nature of the choices which the individual perceives and to which he responds provides the terms in which his self-concept is expressed. A substantial proportion of these choices may be regarded as manifestations of a vocational self-concept, which Super (1963) has defined as, "the constellation of self-attributes are "vocationally relevant," we may assume that the individual relates them to choices that he perceives as vocational. These vocational choices are rarely isolated; one leads to another, forming a sequence. This sequence depends partly on the outcome of each choice. Having chosen, the individual performs well or poorly, enjoys satisfaction or suffers discontent. The effects of such outcomes usually appear in the content of subsequent choices: lack of success and satisfaction is likely to lead to changes in plans. Each single choice, therefore, bears some relationship both to antecedent and to subsequent choices.

Tiedeman (1961) has described this relationship as a "means-ends chain." We may reason that, since man both remembers and imagines, he can evaluate past performance and predict future performance. These evaluations and predictions represent his self-appraisals; a number of such self-appraisals may be integrated into his self-concept. At the same time, decisions and plans express his self-concept. Self-concept is thus engaged in a reciprocal role with decision-making: the concept of self shapes the individual's choices and is shaped by them. If we accept Tiedeman's analogy of choices as a "means-ends chain," we may extend the metaphor to suggest that, as the chain lengthens, the individual tends to become increasingly the captive of the chain. His freedom of maneuver is progressively restricted by the succession of choices he has made. He may still choose freely among available options, but the options themselves appear to have been circumscribed. Careers do not follow a fixed course. They wobble. They offer many opportunities for change. Yet we repeatedly find in them a certain sense of continuity and harmony--continuity of themes over time, harmony among manifestations at any point in time.

Work and Career

Unquestionably, then, career guidance is an enticing term. Certainly, the connotation of career is much more encompassing than that of vocation--even if the latter includes education as well as occupation. It has often been asserted, however, that in our society occupation seems to be the dominant feature of career. Careers are differentiated largely in terms of occupations. The Lynds (1937) have called a person's job "the watershed down which the rest of one's life tends to flow."

Nevertheless, it may be that the importance of occupation in career is changing; certainly it may vary greatly from one person to another. We have become increasingly aware of the full sweep of the range of attitudes toward occupation--from dedication to alienation. It may be that one of the most significant career choices a person makes today is to determine just this: the importance of vocation in his own career. Then the content of vocational guidance would include not only such traditional occupation information as the requirements, conditions, and rewards of various occupations, but--on a more fundamental level--the variety of attitudes toward work itself. A primary choice is the extent to which an individual wants an occupation to fill his career.

For this kind of decision, the term career guidance has some advantages. It suggests a degree of neutrality that may be appropriate for a world in which the nature and meaning of work are changing rapidly and perhaps unpredictably. Even now, many people must count not on a lifetime vocation, but on "serial" occupations--changing not just jobs but kind of work. If each occupation is to reflect their self-concepts, can they maintain a steady view of their self-images through such an occupational kaleidoscope? Will they not fall prey to "identity crises?" How well do most current occupations--even steady ones--provide the gratifications necessary to fill a career? Wilensky (1964) has found the general level of job satisfaction to be low: "the typical American man is lightly committed to his work." Dubin (1956) concluded that "for about three out of every four industrial workers studied, work and the workplace are not central life interests." This indifferent and uncommitted attitude is now often regarded largely as a function of the separation between the worker and the product, the monotony of much work, the decreased economic need for human labor and the frequent changes in occupation required by changes in the economy and in technology. These phenomena have been invoked often enough to become a familiar refrain. But does alienation from work necessarily imply alienation from society? Must all men "fulfill themselves" vocationally? Must work always (in the language of the 1937 NVGA statement) "represent the active expression of the individual's whole personality?"

If this was ever true, the argument seems to lose face validity in the tendency for working hours to consume a decreasing proportion of man's total lifetime. Consider trends toward shorter work weeks and longer vacations. Consider the increased duration of education at the youthful end of the span. Consider the pension plans that encourage early retirement. Consider also the likelihood of further increases in life expectancy that may stretch the retirement years. All these tendencies add up to the suggestion that many men need not--and indeed cannot--depend on vocations for total fulfillment. More and more satisfactions can be left to family and community activities, to leisure and vocations. Therefore, the term "vocational adjustment," which figures so prominently in the 1937 NVGA statement, may have to give way to "career adjustment." One function of career adjustment may be to strike an appropriate balance between vocational and non-vocational activities as sources of gratification.

Vocation and Work

But is alienation or a noncommittal attitude toward work entirely a recent phenomenon? Have our perceptions perhaps been clouded by the reformist spirit of the vocational guidance movement? Does the word "vocation" itself somehow prejudge the case? Does it tend to preserve an obsolescent idea? Does it imply that occupation can and should be the central life interest for all men? Does it, perhaps, baited with egalitarian sentiment, lead us into an etymological trap?

In the quotation from Shakespeare's Henry IV, Part I, with which we began this section on the content of vocational guidance, Falstaff playfully springs this trap. The paradox, in Falstaff's oily rationalization, swings on two hinges. First, we regard the "vocational" to which Falstaff has dedicated his talents--"purse-taking"--as a sinful pursuit. Second, we recognize the early meaning of "vocation" as a calling to the service of God (usually in some activity of a spiritual nature), as well as the meaning--more common today--of occupation, profession, or work.

Falstaff capitalizes on the transition from the dominance of the old meaning to the dominance of the current usage: if man is called to his work, and the call comes from God, clearly "tis no sin" for man to heed the call. The early meaning has never quite been obliterated from the modern lexicon. It is not just youths who enter training for the priesthood who must be attuned to hear, recognize, and respond to the "call". Youthful commitment or dedication to any culturally approved life work resonates to the same vibrations. And, indeed, Falstaff attacks the notion that only one set of values must prevail for all: individuals may even be "called" to occupations that are denied universal approbation. This notion of a calling, however, is reserved--as was the religios "vocation"--for a somewhat select group: it implies fitness to serve. For those who are not attuned, are not fit, are not selected, there is no "vocation". Instead, there is "work".

This distinction, which has been progressively blurred during modern times, now seems to be re-emerging. Perhaps a brief and necessarily over-simplified--historical rundown will clarify the distinction and its implications for guidance.

The Ethic of Work

In the antiquity of Western civilization, there seems to have been no mention of work choice or work guidance. Work had long been regarded as a curse. When Adam and Eve were turned out of Eden, they (and their descendants) were sentenced to hard labor: "in the sweat of thy face shalt thou eat bread." To the ancient Greeks and Romans, work was, at best, a necessary evil. Pope's translation of Iliad contains this couplet: "To labor is the lot of man below; And when Jove gave us life, he gave us woe."

The ancient peoples saw no dignity in menial tasks. Slaves worked. Men and women who could not avoid the necessity worked. Aside from soldiery, achievements deemed worthwhile by the Greeks required leisure. Their most notable contributions--in art, drama, philosophy, politics, and so forth--were the products of a leisure class supported by slave labor. The modern notion that the dramatist or philosopher or athlete works at his profession would have been incomprehensible to the Greeks, whose most competent "old pros" never lost their amateur status.

In the days of the Caesars, the practical Romans had managed to translate their distaste for work into a six-hour work day, and about half the days of the year were designated as holidays.

The early Hebrews, too, "conceived of work as dismal drudgery," but accepted it as "an expiation". As Wilensky (1964) points out, "rabbinical literature held that no labor, however lowly, is as offensive as idleness." Still neither they nor the early Christians saw work as partaking of "vocation." The Christians came to differentiate "work" from "vocation", but did not differentiate one kind of work from another.

It was not till the Renaissance and the Reformation that work came to be identified as a major way of serving God. Luther emphasized the equal spiritual value of all kinds of work, and regarded excellence of performance as a high duty. According to Weber's (1930) famous treatise, the "Protestant Ethic" assisted in the rise of capitalism by giving powerful religious approval to hard work, worldly achievement, and high profits.

Regardless of the validity of Weber's thesis, it is clear that the prevailing attitude toward work had undergone a change (at least among intellectuals). It had taken on a connotation of religious endorsement, in the spirit of the Italian proverb, "Working at your calling is half praying." The merchant, the farmer, the craftsman, all served God well by doing their work well. The differentiation, then, was between successful work (work that God prospered) and unsuccessful work. Even the Industrial Revolution, which stretched so many workers on the rack of the machine, did not dampen the glorification of work. To the hard-working Carlyle, whose own energies and productivity seldom flagged, man's heroic stature was not diminished by the kind of work he did--as long as he worked: "All work," he wrote in Past and Present "even cotton-spinning, is noble; work is alone noble."

Gradually there had emerged, from the concept of work as a spiritual calling, the concept of work as a secular calling. Work was extolled not just for the glory of god, but for the self-fulfillment of man. Thus, Carlyle, again in Past and Present wrote what we may call a secular benediction: "Blessed is he who has found his work; let him ask no other blessedness. He has a work, a life-purpose; he has found it, and will follow it."...

The 19th century social reformist, Ruskin, kept one foot on the spiritual dock as he too stepped into the secular boat: "God intends no man to live in the world without work, but it seems to me no less evident that He intends every man to be happy in his work."...

For this concept of self-fulfillment in work was entirely compatible with the ambitions of achievement-oriented, upward-striving America around the turn of the century. The opportunity to rise economically, to earn a better living, helped to glorify hard work. Where barriers to economic and social mobility were relatively high (for example in the South, for whites as well as Negroes), work continued to be regarded as debasing and ignominious. But the Horatio Alger ideal prevailed elsewhere. Man's worth was assessed in terms of his productivity. Of course, many failed to rise, even though they were hard-working and conscientious. But the ideal of work as a means for upward mobility was substantiated often enough to remain credible and acceptable. It may be said to have formed a major tenet of the American ethic.

Furthermore, the pressures of humanitarianism and reform--to say nothing of the labor movement--began to improve the lot of the working classes. Thus, there began to materialize in some measure the promise that hard work and productivity would be regarded not only by a laborer's rise through the strata of classes, but also or alternatively by his, with the laboring class. Success--or productivity--in work was expected to raise the level of economic rewards for all classes to the extent that all would feel pride of accomplishment and satisfaction.

Satisfaction and Success

It came to be assumed that, since satisfaction was largely a function of success, an individual would find his greatest satisfaction in the work that he could perform most successfully. This suggested the crucial importance of choice of work. While all work grew increasingly acceptable, vocation came to mean the kind of work a man could do best. The trait-and-factor theory that dominated vocational guidance at least until the mid-century mark derived its logic quite directly from these premises.

The appropriate content of vocational guidance according to this theory was the observation and classification of aptitudes on the one hand and of occupational requirements on the other. (The process was primarily to match the variables in these two domains for the best fit--and to advise the individual in such a way as to induce him to choose the option that gave him the greatest chance for success.)

This theory survived the depression of the '30's but began to be supplanted during the post-war boom. The difficulties of getting a job at all during the depression years put increased stress on identifying abilities that had a market value. What a man could do was of no interest in its own right save as it related to requirements for success on the job. Thus, the Employment Stabilization Research Institute, established in 1931, studied psychological factors in employment and unemployment, and tried to develop systematic methods for fitting people to jobs. "Security" was the watchword, and school courses entitled "vocations" placed special emphasis on "preparing for and entering" a job. Success was then construed to represent getting a job and holding it.

The shake-up of World War II, although retarding the careers of many young people, broadened the horizons and stimulated the ambitions of others. It jarred many loose from their hometowns and from their preconceptions. Veterans Administration subsidies offered men who had been in military service opportunities for exploration of more ambitious and daring vocational goals than they would otherwise have considered. Federally supported vocational guidance programs in the Veterans Administration and in State Employment Services brought such opportunities for upward and outward mobility to the attention of larger populations. Since the wartime youths had already tolerated a certain amount of career interruption and travel, they were receptive to information about training and education, and to the attraction of a geographically broad labor market. The forecasts for high-level occupations looked good. The manpower needs of the war had drained off the pipelines for the professions at the early college level. The reviving consumer goods industries all needed skilled talent.

With the promise that the economy would support lofty aspirations, the cautiousness of the depression years gave way to a venturesome spirit. Men whose lives had been spared in the war were no longer content merely to earn a living. They were confident they could take in stride, but with rewards. They sought more than economic rewards. The depression was gone. A minimum level of subsistence was taken for granted. After the regimentation, monotony, and rigidity of army discipline, they wanted to enhance their self-esteem in an occupation that used their talents--they wanted status, autonomy, a chance to use initiative.

The Instrumentality of Occupations

Thus, they craved information that went beyond the bare-bones facts of salaries and other economic benefits. They were concerned with the distinctive ways in which various occupations would implement their concepts of self, would fit their aspirations and values, would provide satisfactions for their psychosocial needs.

This type of information was scarcely available in the extant publications, which tended to confine descriptions to the tasks involved in an occupation (job analysis) and to the requirements for entry, training, financial returns, etc. These were matters of interest, but were insufficient. Samler (1961)

has drawn particular attention to the gap between the information that appeared in such publications as the Dictionary of Occupational Titles, the Occupational Outlook Handbook, and many commercial Briefs and Monographs--all oriented exclusively to "Economic Man"--and the information that was of great concern to "Psychological Man."

Consequently, data for analyzing and classifying occupations according to such dimensions have not been accessible. Instead, the single dimension of economic reward has continued to dominate in the available materials. This dimension may be reflected by the folk consensus in rankings of occupations. The consistency with which various populations at various times have ranked occupations has been unwavering. Yet some of this differentiation by level of economic reward, although no less perceptible, may now be less salient. As the "people's capitalism" has continued to raise the economic rewards of most occupations, economic distinctions between high-level vocations and other employment have tended to decline in utility. In terms of material recompense and creature comforts, distinctions between white collar workers and blue collar workers have become blurred, and distinctions between different occupational levels from professional and managerial through semi-skilled and even many unskilled workers have become unimpressive. Most semi-skilled workers have been able to afford automobiles, houses, television sets, and virtually all the other highly visible consumer products available to people in the highest-level occupations.

In fact, during the affluent '50's, these extrinsic similarities in the pay-off of work at different levels may have contributed somewhat to the threat of shortages in high-level occupations. Many youths seemed content to aspire to intermediate and lower levels, even though they had ability enough to succeed in more demanding work. (Of course, it may well be that the relatively small size of the population cohorts reaching college age during this period was the primary cause of vacancies in college and prospective shortages in such rapidly expanding occupations as engineering, mathematics, the sciences, etc.) This problem became highly publicized after the success of sputnik, which triggered off programs for action. Thus, it became a matter of national policy (as reflected in the National Defense Education Act) to identify secondary school students with high ability and encourage them to continue their formal education.

Consequently, the content of vocational guidance during the middle and late '50's reflected the national purpose; it emphasized financial aid and other opportunities for higher education, the rewards of high-level occupations, and the many openings for the future in such positions.

Unemployment and Guidance

Then the emphasis shifted again. A moderate economic recession, an increase in the labor supply (as the babies produced by the booming birth rates of the post-war '40's reached working age), the effects of fast-moving automation and other technological developments in eliminating many unskilled and semi-skilled jobs, and the growing pressure of the civil rights movement, all combined to focus public attention on unemployment--particularly "structural" unemployment. For even as the economy rebounded to record highs in the middle '60's, and total employment rose, unemployment--especially long-term unemployment--did not show a corresponding decrease.

Closer scrutiny of the unemployed disclosed that unskilled workers, who make up about 5% of the total labor force, have been accounting for 15% to 20% of the long-term unemployed (Wolfbein, 1964). Semi-skilled workers who make up about 18% of the total labor force, account for about 30% of the long-term unemployed. While the total unemployment rate has been around 4% of the total labor force, the unemployment rate for teen-age boys has remained over 12%. Among high school dropouts, the unemployment rate has been around 25%. What Conant (1961) called the "social dynamite" of young unemployed dropouts in congested slums has already been detonated in several cities. Wolfbein warns that 7.5 million of the 26 million new workers coming into the labor market between 1960 and 1970 are expected to be school dropouts--unless counter-measures prove effective.

Vocational training programs for segments of these long-term unemployed populations have been established, and knowledge of such programs is of course an important bit of content for vocational guidance. But many programs of rather specific vocational training have foundered on the trainees' lack of basic education. These educational deficits are not easily made up. School-like instruction is spurned by the dropouts--this is what they have already dropped out of. Therefore, the Job Corps programs have emphasized combinations of vocational training and basic education, offered at residential centers (to break the continuing influence of depressed environments). Even these sophisticated programs, which are too new to be evaluated at this time of writing, have run afoul of the attitudes of the trainees, which may be described as a disorientation toward work, an unwillingness or inability to accept the discipline of work. This is the kind of discipline that is ordinarily absorbed almost unconsciously in early and middle school years by middle-class pupils, and gets transformed into some commitment to education and vocation. It includes adherence to time schedules, meeting standards of performance, accepting correction and evaluation, cooperating with others, and so on.

These attitudes represent an early stage in the development of vocational maturity. As much as the three R's, they have provided the foundations on which successful vocational education could build. Vocational guidance, too, in its focus on choice of occupations or kind of education, has taken for granted the early mastery of this stage in vocational development. But for these uncommitted youths, whose vocational development may have been severely retarded, there is a prior choice to consider. That is whether they want to opt for work at all. There seems to be evidence that nonwork has become a way of life for some--at least in the sense that they display neither hope nor desire to prepare for and hold a "regular job." Thus, the content of vocational guidance must include also--for these groups--the characteristics of nonwork as well as of work; for the choice between these alternatives is even more basic than later branchings. Must vocational guidance include information relevant for assisting the individual to choose, prepare for, enter, and progress in nonwork? Must it embrace the values of nonwork pithily expressed in the reversed aphorism, "Work is the curse of the drinking classes"? Or should we assume that vocational guidance must reflect the middle-class values favoring work over nonwork?--that society really permits no "choice" between work and nonwork (except for the wealthy).

The pejorative terms used to describe nonworkers ("defectives," who cannot work; "delinquents," who have turned against work and toward socially unacceptable substitutes for work; "drifters," "beatniks," and "playboys," who have withdrawn from work) suggest that the culture has taken a stand against nonwork. As we have indicated, the current "War of Poverty" has devoted much of its energies to a war on nonwork. It is true that such recent proposals as the reverse income tax have been interpreted to reflect an increasing tolerance of nonwork, and acceptance of an economy in which the need for human labor will have diminished. But this view seems to be a narrow one--probably restricted to extrapolations of shrinking manpower needs in goods-producing industries. The need for manpower to perform services is virtually unlimited. These services do not have to be circular, as in the fabled village where people supported themselves by doing each other's laundry. They can meet great social needs: for example, one of the most significant findings of the first summer of Project Head Start--which provided young children with kindergarten and prekindergarten experiences--was the effectiveness of using large numbers of teachers' aides, particularly unemployed teen-age boys.

These adventitious job assignments are hardly vocations; yet the opportunity they offer for exploration and examination of work values and for change in self-concept seems to warrant considering such options as part of the content of vocational guidance.

Serial Careers

We may also ask whether the term vocation is suitable for describing "unstable" career patterns (Super, 1957). One of the dominant characteristics of work in America today is change. We have already mentioned that, as occupations become obsolete, and training becomes inappropriate for new occupations, most workers cannot count on careers in a single occupation. They must count on "serial careers". Wilensky (1961) emphasizes the "chaos" in modern labor markets, and concludes that "Most men. . .never experience the joys of a life plan because most of the work situations do not afford the necessary stable progression over the work life." His study of the "middle mass" of workers in the Detroit area--a relatively secure and prosperous group, in terms of salaries and possessions--indicated that "only 30% can by any stretch of the imagination be said to act out half or more of their histories in an orderly career."

Retraining may be periodic throughout such serial careers, as new occupations open up and obsolete occupations are phased out. We may cite here the dramatic shift of employment from goods-producing industries to services-producing industries. As early as 1950, a majority of workers were in the latter category; and by 1960, service workers exceeded goods-producing workers by almost 50%. (Wolfbein, 1964). Vocational education may, therefore, be concerned more and more with developing abilities and attitudes that will give young people about to enter the labor market maximum versatility and flexibility. Criticisms of specialized vocational education have long been rampant. A recent study (Eninger, 1965) indicated that two-thirds to three-quarters of recent graduates in vocational curricula (in vocational schools

or in comprehensive high schools) did not enter the trade for which they had received training. It seems clear that only a small proportion of the secondary school population can profit by early commitment to specific vocational education--and even for them, the profit may be short-lived.

Clearly, then, the content of vocational guidance must include in its lore some provision for the nature of change in occupations. There may be positive values in change itself. We earlier raised the question of "identity crises" that might arise in the course of "serial" careers: if each successive occupation is to reflect a person's self-concept, can he maintain a steady view of his self-image through such an occupational kaleidoscope? A partial answer may be that individual characteristics that facilitate change--for example, adaptability, flexibility, versatility--may be important components of a person's self-image. Readiness to tackle a variety of tasks is surely not foreign to man. Primitive man had to be versatile. Every person was likely to do every kind of work. There was little specialization. The modern difference lies in the timing: modern man may have to work at one highly specialized task for several years before he changes (after a period of retraining or reeducation) to another highly specialized task. Primitive man changed frequently, from hour to hour or day to day. Then, too primitive or even preindustrial man could identify his work clearly with the product. He was close enough to the product so that he could derive gratification and reinforcement from the visible, tangible, usable outcome of his labor. Modern man, while often denied this consummation, can still find other satisfactions in work. These may include the sociability of the work milieu, the opportunity to make friends and organize recreational activities. But such extrinsic benefits seem to fit rather awkwardly into the old concept of vocation, which implies commitment to a calling, to the work activity itself and its product--not to the concomitants of the work setting.

Vocation and Self-fulfillment

Perhaps we can here interrupt the long but oversimplified survey of changing conditions of work and changing attitudes toward work to ask a question basic to the content of vocational guidance: Has the concept of "vocation" itself, which developed in its modern sense (as we have seen) from the Renaissance to the twentieth century, failed to attain relevance for all in our society? Does the very use of the word vocation misrepresent the nature of the choices that many people make?

Up to this point, we have been using such words as vocation, occupation, employment, labor, and work rather loosely, often interchangeably. Perhaps, however, we can exploit the different connotations of some of these words to define more clearly the kinds of choices that are made in respect to careers. The choices, let us submit at the outset, involve not just different kinds of classes of activity, but also perhaps primarily--the attitudes of the choosers. This is not to deny that the thing chosen and the mode of choosing are not closely interrelated. It is to suggest, however, that attitudes may vary considerably for given conditions of work--as will be elaborated later.

We have already emphasized that "vocation" implies a complete and wholehearted dedication; it usually requires a long-term commitment; it fills the vessel of career nearest to the brim.

Because of this high level of requirements, expectations, and rewards, we often associate the term vocation with professional and managerial levels, Level I and perhaps to some extent, Level II in Roe's (1956) classification system. The professions are characterized by long periods of preparation, delayed entry, ethical standards, bodies of theoretical knowledge, a high degree of autonomy, concern with vital areas of human activity--characteristics which seem particularly compatible with the concept of vocation. Like managerial responsibilities for decisions and for supervision of others, these characteristics make rigorous demands: long hours, nervous tension, severe pressures. In return, the person who chooses a vocation has a sense of the importance of what he is doing, glories in his responsibility for it, finds his accomplishments intrinsically rewarding. The hardships he undergoes for his vocation are not self-denials; on the contrary, he "finds himself" in his vocation. Although vocation and profession may often be associated, vocation is not confined to the professions, nor does everyone who elects a profession choose it as a "vocation" in this sense. Still, the professions and managerial positions in our culture impose the greatest demands for commitment and seem to possess the greatest power to reward it. Since the call for high-level manpower continues strong and is indeed increasing, a larger proportion of the population than at present should be able to find outlets for vocational expression. According to recent forecasts (Wolfbein, 1964), the number of professional and technical people is expected to increase by 40% in the decade 1960-1970. But barriers to entry are still steep, and the rising need for services--especially in health, education sciences, the arts, and government--seems likely to afford this group no more leisure in the future than they have now.

Occupation and Flexibility

Less consuming, less demanding, and less fully rewarding is "occupation". What one occupies, he does not necessarily possess; nor does it possess him. He holds it for a while--longer or shorter--and it has some hold on him--stronger or weaker--but he does not give it (or it does not command) single-minded commitment and fidelity.

"Occupation" may be associated most frequently with the lower-level professional, the semi-professionals, the technologists, the administrators, and the skilled--Roe's Levels II, III, and IV. "Occupations" make substantial demands: they require differentiated training and application, absorb energies and attention, but are likely to offer less autonomy, less stability, and less self-fulfillment. They provide the satisfactions of mastery and a sense of competence, of "function pleasure" and intrinsic interest. They demand less initial investment in training. According to the prophets of "cybernation," however, (e.g., Michael, 1966), the nonprofessionals may have to change their type of job several times in a working career: "Conventional expectations about settling down to a lifetime job, or of doing the same thing all of one's working life, will more and more evolve into expectations that what one does, and when one will need to learn another job, will depend on a rapidly changing technology over which the individual has little or no control." Their total time spent in education and retraining, by installments, may therefore, rival the educational investments of professionals. Despite changes which send people from one occupation to another--for example, from goods-producing to services-producing occupations--we find virtually no change

projected from 1960 to 1970 in the proportions of the work force in the sum of the technological and skilled occupations (Wolfbein, 1964). The steady upward shift in average years of schooling completed suggests that there will be a higher proportion of the population with the basic education required for entry into these occupations, or required for short-term training (and retraining) prior to entry. Therefore, leisure is likely to increase somewhat for people at these levels.

Employment and Leisure

"Employment" describes the next step down. It suggests less differentiation and education than occupation. People who are "employed" are busy and paid. We can identify them most readily in the production jobs that have survived mechanization and automation. But as automation becomes more sophisticated and extensive, these workers may be virtually interchangeable from one job to another. While machines have replaced the slave labor of antiquity, men still needed in some capacity to monitor the machines. No matter how far automation takes over these monitoring functions, a perpetual motion machine has not yet been invented. Somewhere, at some time, there is--if not literally, then figuratively--a button to be pushed by a person. "Employment," per se, requires little commitment, offers few intrinsic rewards. It requires some attention, and some time, but demands no distinctive skill. The "employed" person does not live to work, but works to live. His work contributes in some way to society, he knows, but the connections between work and product are usually difficult to see. The rewards tend to be all extrinsic. Employment fills only a small portion of the vessel of career. There is time and energy for other things--for hobbies, for leisure, for avocations. This detachment or alienation from work may tend to encourage a hedonistic attitude: employment represents an exchange of time at work for the wherewithal to pursue intrinsically rewarding activities in the time away from work. Conditions of work are defined in terms of hours, pay, fringe benefits, and the life. Improvement in these does not depend on individual excellence or vigor on the job, but is the virtually automatic bounty of technological advances--what was called in the General Motors labor contract of 1948 "the annual improvement factor." The "employed" person, then, finds little incentive or ego-involvement in his job. He is likely to adhere to Omar Khayyam's dictum to "take the cash and let the credit go."

However, we must beware of making this case too strong, partaking of the intellectual snobbery of Mencken, who said, "A man who gets his board and lodging on this ball in an ignominious way is inevitably an ignominious man." What the employed person does may require little differentiation among human beings, but to be human is to be already very much differentiated from other species. We must recognize that satisfaction does not always vary directly with further differentiation. Often, efforts to improve the common lot successively restrict the area left each person for individual expression. For example, the housewife who serves meals of canned or frozen foods may sacrifice the intrinsic rewards of cooking. But if she takes no joy in cooking, her family may prefer the standardized meals, and she has more time and energy for other activities that can offer her more potent rewards. The beauty of "employment" is that if large numbers of people can perform the necessary function, the time required of each on the job will not be great. Thus, many people will be freed for "avocational" pursuits.

Avocation, incidentally, permits an ideal relationship between the domains of possible activities and the patterns of human variability. It eliminates the need for compromise between what the individual wants to do and what society will pay him to do. He can choose an avocation without reference to manpower needs or the labor market. As long as employment provides him with livelihood and leisure, he can find self-fulfillment in other sectors of his life.

Here, then, is a happy circumstance for vocational guidance. Vocations and occupations, which provide little leisure but tend to offer intrinsic rewards in keeping with the degree of commitment and investment required, are likely to take an increasing proportion of the work force. Employment, which may be a bore, can be spread thin, leaving ample time for avocations.

Level of Work and Fulfillment

This bald statement makes desirable here a repeated word of caution against equating vocation, occupation, and employment exclusively with "level." Although these terms are readily associated with level and can be easily interpreted in conjunction with level, the crucial element is not the level, or the conditions of work, but the attitude of the individual toward it--what we have called the extent of his commitment to his work, the degree of fulfillment he finds in it, its power to fill his career. That this attitude may vary across workers within any level is obvious, yet an illustration or two may help to emphasize the point. There is, of course, that old stand-by, the upper-class youth who enters the family law firm simply because it is expected of him. For him, the profession of law may be only "employment." Perhaps more interesting is Koningsberger's (1966) recent observation of Chinese factory workers:

> "To most of the factory workers, who are newly trained men and women, any machine is still a minor miracle, and to be in control of a lathe gives its operator an immense thrill of importance and power, for he feels he has a share in the success of the machine, the factory, and the People's Republic."

Koningsberger goes on to say that these workers are content despite a 48-hour work week. For them, factory work is a "vocation." Does this suggest that in the spirit of Carlyle, Ruskin, and pioneers of the vocational guidance movement, all work may yet "call" people? In this vein Levenstein (1966) suggests that social responsibilities may provide a sense of commitment and fulfillment for men at work in an age of automation:

> "As personal economic incentives diminish in intensity, psychic needs will come to the fore. As individual material needs are met with increasing ease, social responsibility will have to become a more persuasive motivating factor."

However, he does not tell us how to accomplish this. Under certain conditions, social responsibility can be a very powerful motivating force. But it is by no means certain that such conditions will exist or that this attitude will prevail. Levenstein indicates that it should prevail, that making it prevail is perhaps an appropriate purpose of vocational guidance.

Vocational Guidance or Career Guidance?

If these distinctions--between vocation, occupation, and employment--have validity, they represent three substantially different types of career, and the choices between them are a crucial part of the content of vocational guidance. If we were to use "vocational" literally, we might then say that the remaining content of vocational guidance refers to the further choices to be made by those who have branched into the area we have labeled vocation. We might speak of occupational guidance and employment guidance to cover the other areas, and use career guidance as the comprehensive term, (including choices between and within the areas of vocation, occupation, employment, avocation, and nonwork. There is, as we have previously suggested, much to commend this use of career to refer to the totality of life style,) including both horizontal and vertical dimensions. Thus, career would incorporate the possible patterns of choice at any given point in time--education, work, community service, affiliations, hobbies, and so on, in various "mixes". It would also include choices along a time line. How do options at any point in time relate to options in the near, intermediate, and distant future?

Choices and Values

Before we rebraid the terminology we have unraveled, however, let us use each strand to wrap up a little more securely some parts of the vast content of vocational guidance. First, the basic choice between vocation, occupation, employment, and nonwork is essentially a choice between arrays of values, or value systems. I have previously (Katz, 1957, 1963) defined values in this sense as characteristic expressions and culturally influenced manifestations of needs. They are distinct from needs in that they are usually described teleologically, in terms of the goals or satisfaction that is sought rather than the motivating drive. They are distinct from interests in that they refer to the worth of outcomes and results of an activity rather than to the "function pleasure" derived from performing the activity... It is also clear that values are frequently introcepted from family, peer groups, and other cultural influences. We don't know as much as we would like about the genesis and development values, or even about the major dimensions of the values domain. Nevertheless, such an armchair list as the following may help clarify the concept of values as they apply to vocations: money-income, power-authority, stability-security, adventure, excitement-change, autonomy, knowledge-new ideas, altruistic service, prestige-fame-recognition, leisure time, and so on. No particular merit is claimed for this partial list--we don't know how nearly complete it is for our purposes, how many independent dimensions are represented, how the suggested names relate to each and to constructs from other domains (e.g., money-income and autonomy) betrays the fuzziness of our thinking. Yet they have proven useful: 8th and 9th grade students have been able to grasp the concept of values, with the help of a similar list, and to apply this concept to their own planning (Shimberg and Katz, 1962; Gribbons, 1960).

Goals and Instrumentalities

Exploration and examination of individual value systems is, then, an early step in this basic choice. Equally important is knowledge of the fit between any individual value system and the rewards and satisfactions typically available in each of the options--vocation, occupation, employment. The individual's value system specifies the nature of the gratifications and rewards an individual seeks. What he also needs to know is where he can encounter these gratifications and rewards. Thus, the primary content area of vocational guidance is the choice of goals. The secondary content area is information about the means for attaining those goals. This does not imply that there are two distinct stages: that we choose goals first, and then means. Choices from the content areas are intermixed over time, and indeed often interact. Cause-effect can flow in either direction. For example, a high school student who has made a "vocational" choice--perhaps, tentatively, engineering or physical science--elects Alegbra II. Or, conversely, with mathematics, or on an exploratory basis, or perhaps simply because it is there)--and the outcome of this choice leads him to entertain a self-concept that includes the possibility of a vocation in engineering or physical science. For--as I have emphasized previously (Katz, 1963)--of all the choices an individual makes, his choice of values is the most crucial.

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HOW PEOPLE SEE WORK

AS A JOB	AS A TASK	AS AN OCCUPATION	AS A CAREER
Work distinct from daily life. Subordinate to other people. Satisfaction of basic needs. Goal--to hold the job. Detachment from the work itself. Menial, repetitive, exhausting. "I work for a contractor." "I bring home the paycheck." "I put in my time but the best part is the bowling league.	Desire to achieve mastery. Some personal gratification. Pride in achievement. Part of a job or may be an occupation. "I lay bricks." "I teach shorthand." "I sell books."	Sense of Social participation responsibility and identity with overall objective. Assuming a work role. Work--morally desirable. "I build houses." "I'm a dental assistant." "I work in a hospital." "As a taxi driver I help a lot of people."	Way of life, Part of one's personality. Ego-involving. Self-fulfillment. Social rewards. Greater preparation. "I am in the home construction business." "I teach kids." "I am a plumber." "I am a nurse." "My work is my play."

EO#2-1 DISCUSSION OF VOCATIONAL LIFE STAGES

1. What is your reaction to the idea that vocational development is a life-long process?

2. Where are you now in your own vocational or career development?

3. What kind of career pattern has your father had? Your mother? Your grandmother? Your grandfather?

4. Are there other adults (parents, relatives, or others) who have influenced your career development?

5. How do the vocational stages of women differ from those of men?

6. Have you had any part-time or summer jobs which you feel have helped your vocational development?

7. What kinds of things have influenced where you are now in your particular "stage"? (family, friends, travel, etc.)

8. What kinds of things are most likely to influence your career development in the near future?

Page 32 has been removed because it is copyrighted. It contains "Vocational Development: A Lifelong Process" from:

Havinghurst, Robert in Henry Borow (ed.) Man in a World at Work, Houghton Mifflin, 1964.

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THE NEW DICTIONARY OF OCCUPATIONAL TITLES

By A. B. Eckerson
Division of Occupational Research and Publications
United States Employment Service
Bureau of Employment Security

A third and completely revised edition of the Dictionary of Occupational Titles (DOT), published by the U.S. Employment Service, will go to press this year. It will be in two volumes. A larger, three-column page format will permit thinner volumes than the 1949 edition.

Volume I will continue to consist of job definitions arranged alphabetically. These definitions are based on observation and reanalysis of jobs in all industries during the past three years. Obsolete jobs will be deleted, and perhaps as many as 6,000 jobs new to the Dictionary will appear. For example, the number of professional and technical workers has doubled in recent years, and the number of occupational specialties in this area also has increased. The new DOT will provide expanded coverage of professional and technical occupations, and the code range allocated to these jobs in the classification structure will be doubled.

Each Definition Will Tell Many Things

Each job definition in volume I will include not only what is done, and how and why, but also, directly or by implication, the functions performed by the worker and the critical physical demands, working conditions, interests, temperaments, training time, and aptitudes involved.

Volume II will include the occupational classification structure, which combines those features of the present volume II and part IV structures and of recent occupational research that appear most useful in the placement of counseling processes. Individual classifications will be identified by six-digit code numbers. The distinctions between professional and semiprofessional, and among skilled, semiskilled, and unskilled, will not appear in this structure.

Although the classification structure will be presented in two arrangements, the code numbers used to classify jobs are the same in both arrangements. An explanation of either arrangement will illustrate the meaning of the code number. In the first arrangement, which will represent the structure of Employment Service local office files, the following principles will be followed:

1. Throughout the structure, jobs will be grouped first by some combination of work field, material, product, subject matter, service, generic term, and/or industry. This grouping will be reflected in the first three digits of the code 000.000. (This system involves no change in the traditional concept of the three digit group. It is planned only to apply this concept consistently throughout the structure, and always to reflect its meaning in the first three digits of the code.)

2. Within each three-digit group, jobs will be grouped according to kinds of activities performed and skills and abilities required, and will be arranged generally in descending order of level of complexity. This information will be reflected in the last three digits of the code: 000.000. These digits indicate the workers' involvement with date, people, and things, and will reflect the worker functions and worker trait requirements. (This will permit designation of levels and kinds or skills, without limiting them to only two or three possible levels, and without the stigma of allocation to categories labeled "semi" professional or "un" skilled.)

The two halves of the code number provide the two basic dimensions of the classification structure presented in volume II. This volume will include two arrangements of all job titles: the arrangement in straight numerical code order will group jobs by work field, material, product, subject matter, and service; the second arrangement, based on an inversion of the halves of the code number, will group jobs in terms of worker functions and worker traits requirements.

Occupational Group Arrangement

The first classification arrangement groups jobs into six categores:*

00 through 19:	Professional, technical and managerial occupations
20 through 24:	Clerical and related occupations
25 through 29:	Sales and related occupations
30 through 39:	Service occupations
40 through 45:	Farming, fishery, forestry, and related occupations
50 through 99:	Industrial occupations

The categories will be divided, into about 90 divisions. These may be useful as a table of contents for the three-digit groups, as a filing system for occupational information in schools and guidance centers, and as classifications for other than fully qualified applicants. For example, the first category, which now has only three divisions (professional, semiprofessional and managerial), will have the following divisions, and professional, based on subject matter:*

00 Occupations in architecture and engineering
02 Occupations in earth sciences
03 Occupations in mathematics and physical science
04 Occupations in life sciences
05 Occupations in social sciences
06 Occupations in interdisciplinary sciences
07 Occupations in medicine and health
09 Occupations in education
10 Occupations in museum, library, and archival sciences

*Code numbers cited are for illustrative purposes only. Final code numbers are still in a development stage.

11 Occupations in law and jurisprudence
12 Occupations in religion and theology
13 Occupations in writing
14 Occupations in art
15 Occupations in entertainment
16 Occupations in administrative specializations
18 Managers and officials, N.E.C.
19 Miscellaneous professional, technical, and managerial occupations

Each two-digit division will be subdivided into more specific three-digit groups. For example:*

05 Occupations in social sciences
050. Occupations in economics
051. Occupations in political science
052. Occupations in history
053. Occupations in psychology
054. Occupations in sociology
055. Occupations in anthropology
058. Occupations in social and welfare work
059. Social science occupations, N.E.C.

Within each three-digit group the individual jobs will be listed and classified by complete six-digit code numbers. The last three digits which identify the worker functions and worker trait patterns, will serve to arrange the jobs generally in order of level of complexity. This will provide clues to entry and progression possibilities within the group.

Worker Traits Arrangement

The second classification arrangement regroups all jobs into seven categories to indicate whether the worker's primary involvements with data, people, things, or any combination of these.

The categories will be divided into about 90 groups, identified by the last three digits of the code. Each group will consist of jobs that are homogeneous in terms of worker traits, regardless of the work field, subject matter, or industries from which they are drawn. The definitions of each group will identify not only the kind of work done but also the qualifications required of the worker, and the functions he will perform. It will include not only identification of the training time, aptitudes, interests, temperaments, and physical demands common to the group of jobs, but also an indication of the aspects of the work to which each critical worker trait relates.

The DOT as an Operational Tool

In Employment Service operations, the Occupational Group Arrangement will be considered a "placement-oriented" tool and the Worker Traits Arrangement a "counseling-oriented" tool that will replace part IV, Entry Occupational Classification, of the Dictionary. While this is generally true, the interrelationship of the two arrangements of the classification structure through the use of a single coding system will make both arrangements useful in counseling as well as placement. An example will illustrate this interrelationship:

The occupation MECHNICAL ENGINEER might be classified 007.081.*

The three-digit group 007 is called "Mechnical Engineering Occupations." In the Occupational Group Arrangement, all jobs involving mechnical engineering (engineers, technicians, draftsmen, etc.) are listed under 007. to reflect homogeneity in subject matter. The jobs have different six-digit classifications to reflect different skills and worker traits. This arrangement presents information about entry and progression possibilities within the group.

The last three digits, 081, will identify a group in the Worker Traits Arrangement called "Engineering and Scientific Researching." This group will include some of the engineers from 007. (but no technicians or draftsmen, whose worker traits are different), as well as engineers, chemists, pharmacologists, and scientists from many other three-digit groups. They are brought together because of homogeneity in worker traits.

In this manner, all of the information in the Dictionary will be cross-referenced so that whether you begin with information about a job or about an individual, you will be able under the system to locate all related information.

Pages 38-41 have been removed because they are copyrighted. They contain

"Union Business Agent--Psycho-Social Description" from

Samler, Joseph. "Psycho-Social Aspects of Work: A Critique of Occupational Information." Personnel and Guidance Journal, 1961, 39, 458-465.

EO#2-4

"FOUR WORLDS" INTERVIEW QUESTIONS

1. Do you think all occupations in this country would fit under one of the four categories of aesthetic, human, natural, or technological?
2. Are there some that seem to fit into more than one?
3. Into which of the four categories does your job fit?
4. Why do you work?
5. Why did you choose the field you are in?
6. How did you move from high school to employment?
7. What is your working day like?
8. What is your off-the-job life like?
9. What education or training was necessary to get where you are now?
10. Do you work primarily with data, people or things?
11. What are the primary satisfactions you get from your job?
12. What limitations does your job place on your family and social life?
13. What did you have to give up (if anything) to get where you are now?
14. When did you decide on your present field?
15. What proportion of your time do you spend in your work (on-the-job and at home)?

"WHAT'S IT LIKE - DISCUSSION GUIDE"*

1. Does "life style" have the same meaning for blacks and other minorities as it does for whites?

2. For poor white as it does for middle and upper class whites?

3. Does life style have the same meaning for rural youth as urban youth?

4. For girls as for boys?

5. How have workers you know overcome handicaps to achieve satisfying jobs and lives?

6. Can one be "the conscious artist of his own career" and really plan his own life in spite of severe economic or psychological disadvantages or limitations in background and education?

7. Is it possible to change or raise one's expectations?

8. What is meant by the "self-fulfilling prophesy?"

9. How much occupational mobility is there in our society?

10. What does the term "life style" mean to the ghetto black, the reservation Indian migrated to the city, the Chicano in Southwest Texas, the AFDC mother, the Mexican migrant worker, the Hippie living in the commune?

11. What does "life style" mean to the Kennedy's, the Rockefeller's, and upper socioeconomic classes?

12. Is life style a matter of money?

*Factual information from the U.S. Department of Labor's Manpower Report to the Present, 1970, could be useful here (See References, p. 11). Such references as Prewitt and Knowles' Institutional Racism in America, especially the chapters "Racial Practices in Economic Life," "The Sub-education of Blacks" and "The Miseducation of Whites," can facilitate the discussion here. (See References)

EO#3-1 "Who Am I--Where Am I Going?"

I don't know. I say that lots, but only because I don't really know. If I did, I wouldn't write this. Maybe if I really did know, I wouldn't have to write anything, ever.

Maybe what I should do is to take two years off right after graduation and go into the service. Maybe I need that. Maybe I should spend a year "just getting the feel of things," just getting the thing out of my system: high school, value conflict, personal conflicts, people, the whole mess.

But on the other hand, I might be better off going straight through while I've still got some momentum. The thing is, I don't know what I want to do. I feel certain things about my abilities, and certain other things about my shortcomings, but I've got to do something now if anything can be done. I'm waiting in the anteroom, and anterooms are boring. I'd like to be inside there, finding out things--I don't feel much like excelling any more, except out of habit. I've got no where to go right now, so I go nowhere.

I think I like being respected, and looked up to, and sought out by people to help them. I like to explain what I know about special, individual problems. I don't like to teach, except where I feel very knowledgeable and competent. I like competing, and I'd like to feel that the field I get into isn't so cut and dried, or so divided into little vassal states, each with its own top man, that I have to wait until somebody dies before I can make a name for myself. I want a chance at top spots: If I can't be The Best, I'd like to be one of the best. I'd like to feel that I could contribute something unique, or that I'm needed.

I like variety. I like a change of scenery, a change of pace, a change of schedule. Settled routines unsettle me. The thought of doing a job that calls for 9 to 5 for like the next 30 years is not exactly my favorite contemplation.

I know I'd like to earn "extra" money: investments other than insurance, provide a certain "style" of living. Money is not a top concern, but if there were a choice between two things I really enjoyed doing, money would, perhaps, make the choice a little more clear-cut.

Lastly, I'd like to have a little leisure time. Now if I had a job where I travelled a lot, made money, had challenge and variety, had to write and be creative, use mathematics, perhaps a job with built-in leisure, then, maybe, I wouldn't need the time. But a job with possibilities for whole weekends off, a month's vacation every year or two, some holidays, like that, would be worth, perhaps, not having all the other things built in. With leisure time, I could build the left-out things in myself.

On the other hand, what have I to give? Well, I have the record of a "good learner." I've worked hard to learn, and I've been able to produce in those critical "exam" type situations.

College may change that. I hear ominous rumblings about kids "cracking up," scholars losing their minds, talent melting away, bright kids boozing off their futures. Maybe I'll be a casualty. I think not.

So, I think I'm intelligent. What else, specifically? I like math (especially with practical applications) and have a fair competence there, I like to write, at least creatively, and I think I've a fair expository competence. I like science, at least the idea of it, and have done very well in it up to this point. I have, basically a scientific attitude. I have, also, a certain amount of faith in science, which may not be well-founded. I also, supposing that tests and classroom performance mean anything, have a knack for social science: history and sociology and that sort of thing. In fact, supposedly, this is my forte. But I don't know--I'd have to go into a pretty good part of the "Social Sciences" to make $20,000 a year, huh?

Other fields I've considered are surgery, semantics, oceanography, and anthropology. What I hope to accomplish are 1) peace of mind for myself; 2) education of people by exposure to myself (erase some prejudices); 3) achieve professional goals and status and 4) a life not locked up by any more convention than necessary or useful to meet my goals.

Personality wise, I'm merely capable of anything. I can force myself to be patient, constrain my natural reactions to be polite, and tactful, and suspend my critical attitude to be accepting. But normally, I'm raucous, sarcastic, critical, (as well as self-critical), curious, defensive, and stubborn. I am also possessed of an unsettled mind, which leaves me with one basic, underlying attitude: anything I believe is right, I also believe could be just as wrong as a thing could be. My own "uncertainty principle" and primary defense mechanism. That's as far as I've gotten, I think.

EO#3-1 DISCUSSION QUESTIONS FOR "WHO AM I--WHERE AM I GOING?"

1. What values are reflected in Bill's thinking?
2. What kind of life style does he want?
3. What will be have to do to get it?
4. How much education will he have to have?
5. What are his chances of success or failure in reaching his goals?
6. What are his major goals and interests?
7. What kind of student is he?
8. What background factors may help or hinder his achieving his goals?
9. Do you think his uncertainty or ambivalence is typical of a boy his age?
10. How much is he willing to put up with in order to get what he wants?
11. What might he have to compromise?
12. From his own self-description, what field do you think he might be happiest in?
13. What might be appropriate next steps in helping him explore and clarify his goals and values?

EO#3-2

LIFE STYLE VALUES INVENTORY

On the following page is a list of values often considered important by people thinking about what they want to do with their lives.

FIRST - read each value and place a check mark in the column that most clearly describes your feelings.

THEN - take the values in the "Very Important" column and rank them in order of priority to you.

THIRD - identify one or two occupations which might satisfy that value.

Very Important	Important	Not Important	Values
			To have people admire my work
			To travel
			To shape my own life
			To have a well-organized life
			To be in a position of power
			To have new or unusual experiences
			To have a challenging job
			To be able to constantly learn
			To have lots of money
			To accomplish something important
			To see tangible results
			To be a leader
			To have to work hard
			To control my own schedule
			To avoid pressure
			To keep myself neat and clean
			To have freedom in my work
			To have a lot of free time
			To do my own thing
			To be in a position to give orders
			To be carefree
			To plan and organize
			To have people come to me
			To be in charge
			To spend my time doing things for others
			To be my own boss
			To work for the good of society
			To be in a position to follow orders

Autobiography

The Structured Outline*

Instructions for writing your autobiography:

The purpose of this assignment is to make you aware of the variety of things that influence us in our "growing up" and in developing plans for our future. Besides being an assignment in writing about a very interesting person, YOU, the autobiography will help you decide "What kind of person am I?" "How did I get that way?" and "What do I hope to become?"

The purpose of the questions listed below is to give you some ideas that will help you describe what makes YOU a person different from everyone else. Read them over carefully before you begin writing, and keep them in mind as you write. Refer to them from time to time if necessary. Do not answer the questions directly but weave the ideas they give you into the pattern of your life.

I. The Present-"What kind of person am I?"
   1. How would you describe yourself to someone whom you have never seen? Would your friends describe you in the same way? Are you the same person to your parents, to your teachers, to your friends, or at home, in class, on the sports field?
   2. Is there anything about your appearance or health that makes you different from other people? In what way?
   3. What are your likes and dislikes? What special interests do you have? Do you have any special moods, such as quietness or day-dreaming, sudden spurts of energy or ambition? Does having to do some types of things, such as housework, school work, and interesting activity, affect you differently?
   4. What are your social activities? Do you prefer to spend your time with one or two close friends or with many others? Do you change friends frequently? If so, why?
   5. Do you have any faults or handicaps that might contribute to making you the person you are? Are there any things at which you are better than other people you know? What things?

II. The Past-"How did I get that way?"
   1. What things in your "family history" have influenced you? Consider such things as family interests, economic status, family friends, relatives, occupations of parents, brothers, sisters, attitudes of parents, religious connections, discipline, special family events, places you have lived, etc.
   2. What kind of people have you had as friends? Why did you choose them? How have they influenced you? Have you led or followed them in your activities? Do any people stand out in your memory, such as "favorite uncles" or other members of your family, teachers, or famous people, as having special influence on your actions or behavior?
   3. Have you always had things pretty much your own way? If so, how has that affected you? How about the effect if the reverse is true? Have you been permitted to make your own decisions in matters that were really important to you?

*Rothney, John, The High School Student.

4. Have your parents and teachers, as well as other people in your life, always understood you and what you were trying to do? Have they given you the attention you thought you should have? Has this made any difference to you?
5. What particular experiences have stuck with you for a long time? Can you imagine why? Have they influenced you in any way? What things have you done that have given you great satisfaction? Are there any experiences which had the opposite effect? Why?
6. What activities, social or otherwise, in school or out, have you especially enjoyed? What influences have these activities had on you? Are there any activities which have not been enjoyable? What and why? Are there any activities in which you would have liked to participate that you could not get into? What and why?
7. Has school been an enjoyable experience for you? Why or why not? Do you remember anything that happened in school that might have had a special influence on you, such as an embarrassing moment, special school honors or recognition, or, perhaps, just the opposite?
8. Have you had any job experiences that have been especially important to you? In what way? How have you spent your spare time? Has reading or a hobby influenced you some way?
9. Has there been anything about your health that has had some effect on you? In what way?

III. The Future-"What do I hope to become?"

1. Do you have fairly definite plans as to the type of occupation you will enter and the type of training you hope to get after leaving high school? If so, what are they? Has anyone helped you make those plans? What kinds of opposition, if any, are you meeting in your plans for the future?
2. If you do not have definite plans, do you see any problems in this regard? Are there things you would like to do in the future that seem impossible now? What and why?
3. Have you changed your plans frequently regarding an occupation? What are some of the occupations you have considered and why have you changed your mind? Has failure or low grades in particular subjects made any difference? High grades?
4. Have you had enough confidence in yourself in the past to go ahead with plans even though it was difficult to do so?
5. Have you ever wanted to do something you thought too foolish to mention to others? Did you forget about it or go ahead anyway? Is there anything about yourself that you would like to change? Would you like to be more like someone else you know? Who and why?
6. How do your ideas of what you "are" now match with what you "hope to be?"

Keep the questions above in mind as you write, and include anything additional you feel is necessary in describing yourself. You will not be asked to read your autobiography in class nor will your teacher discuss it. You will write an outline outside of class and in the next class period you will write your autobiographies.

EO#4-1 GUIDE FOR SMALL GROUP 'SIGNIFICANT PERSON' DISCUSSION

1. What kind of person is he (she)? What kinds of abilities, aspirations, and values does he have?

2. What have you learned from him (her)?

3. Why did you choose that person as a model?

4. What in his life (actions, beliefs, personal relations, etc.) would you like to imitate?

5. To what extent has (does) this person have control over his life and life style?

6. What are the key factors in his having the kind of life he wants?

7. To what extent is material or economic success important to him? (e.g. Are his leisure activities the kind that require a lot of money?)

8. How does this person's life style and value preferences compare with your own?

9. Is his occupation one which permits him "to live deeply and meaningfully at play and at home as well as at work?" Is this important to him?

10. In what ways are you like this person? In what ways are you different? What characteristics do you have that make you unique?

11. Can a person really model his life after that of another person? Should he? What are the pitfalls?

Pages 52-62 have been removed because they are copyrighted. They contained

"What Goals for Americans?" from

"The Real Change Has Just Begun" Life/Harris Poll, Life, January 9, 1972.

"Your Own Way" from Careers Today magazine, January 1969 (Communications/ Research/ Machines, Inc.)

An annotated list of books for students in grades 9-12; a supplement to Kathryn Haebich's Vocations in Biography and Fiction.

SC = Senior High School Library Catalog; SLM = School Library Materials (Minnesota State Department of Education); BH = Basic Book Collection for High Schools.

ACTOR

Dolbier, Maurice. Benjy Boone. Dial, 1967.
Pursuing his elusive actor-father, Benjy travels America with an itinerant theatrical group. SLM, May '68.

Ferber, Edna. Show boat. Doubleday, 1926.
The main part of the story takes place on the "Cotton Blossom Floating Palace Theatre," a show boat that is towed up and down the Mississippi and its tributaries from New Orleans to St. Louis and the coal fields of Pennsylvania. SC '67.

Streatfield, Noel. On tour. Watts, 1965.
A delightful autobiographic novel of the 1920's which follows Victoria on tour with a theatrical company in England, Africa, and Australia. SLM, May '66.

ADVERTISER

Butterworth, W.E. Fast green car. Norton, 1965.
When Tony entered an advertising firm after college, little did he know that he would be caught up in racing. SLM, December '65.

Marquand, John P. H. M. Pulham, esquire. Little, 1941.
The right school, Harvard College, the right club were guaranty of a correct job, a correct marriage and an accepted life. Mr. Marquand has produced a superlative picture of this life and the forces behind it. SC '67

ARCHAEOLOGIST

Michener, James A. The source. Random House, 1965.
The main story, about the small contemporary group of archaeologists, their romances, and their participation in, and in some cases frustration by, modern Israeli customs, is necessarily distributed through the book. SC '67.

ARCHITECT

Rand, Ayn. The fountainhead. Bobbs, 1943.
Unusual story of struggle for success among New York architects. Careers of Keating and Roark are followed up, from day one graduates

with honors from his alma mater and other is expelled because of unruliness, although he is a real genius. SC '67.

ARTIST (PAINTER)

Braider, Donald. Color from a light within. Putnam, 1967.
An engrossing biographical novel portrays El Greco against a vividly pictured background of sixteenth-century Italy and Spain. For mature readers. SLM April '68.

Cronin, A. J. A thing of beauty. Little, 1956.
For its sympathetic insight into the life of an artist, along with the good story it tells, "A thing of beauty" belongs in the company of "Lust for life." SC '67

Maugham, W. Somerset. The moon and sixpence. Modern Library, 1935.
Based closely on the life of the French painter Paul Gauguin, it tells of Charles Strickland, a conventional London stock broker, who in middle life becomes interested in painting, changed completely in character, and deserts his wife, family, and business in order to live and paint in Tahiti. SC '67.

Nathan, Robert. Portrait of Jennie. Knopf, 1940.
The story of a gifted artist who could not find himself and of a strange and lovely girl he met one wet winter twilight on the mall in Central Park. SC '67.

ATHLETE (BASEBALL PLAYER)

Quigley, Martin. Today's game. Viking, 1965.
The novel takes an unsentimental look at the jealousies and realities of the dugout and the clubroom. Well-written, with especially good dialogue, the story is really good baseball, giving a behind-the-scene picture of each move and countermove of a game. SLM October '65.

Scholefield, Edmund O. Tiger rookie. World, 1966.
A well-characterized story which shows that baseball can rightfully be viewed as a wage-earning job which, just like non-sports, requires training and hard work. SLM February '67.

Tunis, John R. Highpockets. Morrow, 1948.
Highpockets, a naive young fielder from the bush leagues, is an unpopular member of the Dodgers team because of his self-centered attitude. How his attitude changes...forms the main plot. BH.

ATHLETE (FOOTBALL PLAYER)

Scholz, Jackson. Rookie quarterback. Morrow, 1965.
A high school drop-out, Tim, returns from the Armed services to begin playing for a sandlot football team. He develops under a skilled coach; he also obtains his high school diploma through correspondence courses. Given a try for the professional Mohawks, Tim proves his ability and also finds an interest in the study of architecture which will be possible from his success in football. SC '67.

AVIATOR (ASTRONAUT)

Von Braun, Wernher. First men to the moon. Holt, 1960.
Written by a leading rocket expert, this short semifiction account projects an authoritative picture of man's first flight to the moon. SC '67.

CIRCUS PERFORMER

Stewart, Mary. Airs above the ground. Mill, 1965.
In this suspense novel, the author describes the remote mountain villages of Austria, a small traveling circus, and a secret involving one of the famous Lippizaner white stallions. SC '67.

DANCER

Dodden, Rumer. A candle for St. Jude. Viking, 1948.
A day in the ballet school of Madame Holbein in London when the graduate students return for the 50th anniversary performance of an exhibition ballet. Backstage are found the jealousies, the tragedies, the love and the success of the dancers. SC '67.

DIVER

Ellsberg, Edward. Ocean gold. Dodd, 1935.
This novel deals with the thrilling adventure of present-day salvage of treasure from sunken ships. In it are described the equipment and the expert crew necessary to such an undertaking. SC '67.

Ellsberg, Edward. Thirty fathoms deep. Dodd, 1939.
It is a good yarn with lots of excitement, the best parts being those which describe the work of the divers and what life looks like to them thirty fathoms down. SC '67.

Ellsberg, Edward. Treasure below. Dodd, 1940.
Against great odds, Philip Ramsay, aided by three trusty men, succeeds in salvaging a fortune in gold which had, for three centuries, lain at the bottom of the Pacific. SC '67.

DOCTOR

Lewis, Sinclair. Arrowsmith. Harcourt, 1945.
Sinclair Lewis has drawn a full-length figure of a physician, a born seeker and experimentalist. He follows Martin Arrowsmith from medical school through experiences as general country practitioner, as health officer, and clinician, as fighter of the plague on a West Indian island and finally as director of a medical institute. SC '67.

Sandoz, Mari. Miss Morissa: Doctor of the Gold Trail. Hastings, 1960.
A realistic and gripping story of a beautiful young woman doctor in western Nebraska during the gold rush. BH.

Slaughter, Frank O. Surgeon, U.S.A. Doubleday, 1966.
Although set in the conflict of World War II, this is essentially a novel about the personal way of two people: Dr. Bruce Graham, who gives up a career as practitioner, teacher and researcher; and his old college friend, Hal Reardon, handsome, ambitious and completely unscrupulous...who goes to Congress. SC '68.

DOCTOR (PSYCHIATRIST)

Green, Hannah. I never promised you a rose garden. Holt, 1964.
The heroine is sixteen-year-old Deborah Blau who has suffered a series of traumatic shocks. Starting with her entry into a mental hospital, the book traces her struggle back to sanity with the aid of an extremely able and understanding woman psychiatrist. SC '68.

DOCTOR (SURGEON)

Heins, W.C. The surgeon. Doubleday, 1963.
A novel picturing a day in the life of a prominent surgeon, with flashbacks which, in authentic and moving detail, tell the story of his life, training, hopes, and fears, and some of the most memorable occurrences in his career. SC '68.

ENGINEER, CIVIL

Becker, Stephen. The outcasts. Atheneum, 1967.
American engineer Bernard Morrison goes to Africa to build a bridge. There he comes to a knowledge of the phenomenon of cultural relativity. SLM, Nov. '67.

FARMER

Bromfield, Louis. The farm. Harper, 1946.
The story of the family from 1815, when the great-grandfather, the Colonel, settled in Ohio, to the time when the great-grandson departs for the first World War. About the grandfather's farm centered the life of the entire family. SC '67.

Deal, Borden, The least one. Doubleday, 1967.
Deep in the Depression days in the South, the Sword family gets a new start with the Bugscuffly Bottom farm project. SLM February '68.

Ferber, Edna. So big. Doubleday, 1951.
With Selina's marriage, the never-ending drudgery of a farmer's wife began. Through all the years of hardship she never lost her gay, indomitable spirit. Unfortunately, she was unable to trasmit these qualities to her son. SC '67.

Fritz, Jean. I, Adam. Coward-McCann, 1963.
Adam, glad to have completed school chooses to farm, then realizes he detests it and wants to go to college. SLM February '64.

Hudson, Lois. Reapers of the dust. Little, 1965.
Short stories set in North Dakota during the Dust Bowl years which capture tenderly, but not sentimentally, the pattern and significance of pioneer family life that had persisted of stern geographic necessity well into the twentieth century. SLM December '65.

Lee, Mildred. The rock and the willow. Lothrop, 1963.
An Alabama farm girl meets the depression, death, and her first love with equanimity. SLM, April '64.

McLean, Allan Campbell. A sound of trumpets. Harcourt, 1966.
Alasdair Stewart is drawn into a conflict between exploited tenant farmers and their unjust overseers. SLM May '67.

FINANCIER

Marquand, John P. Point of no return. Little, 1949.
Deals with a few days in April, 1947, in the life of Charles Gray, an assistant vice-president in the conservative Stuyvesant Bank in New York. SC '67.

FISHERMAN

Pedersen, Elsa. Cook inlet decision. Atheneum, 1963.
Against a background of Alaskan salmon fishing, an orphaned boy learns of the relative worth of brains and braun. SLM, March '64.

FISHERMAN (WHALER)

Marshall, James V. My boy John that went to sea. Morrow, 1967.
With his ship captain father, John, who is more suited to art than the sea, sails south to the Antarctic to hunt whales. SLM October '67.

Van der Post, Laurens. The hunter and the whale. Morrow, 1967.
An exciting tale, told by a young Afrikaaner, of his summers as lookout on a whaler. SLM March '68.

GOVERNMENT AND PUBLIC SERVICE AGENT (DIPLOMATIC CORPS)

Lederer, William J. The ugly American. Norton, 1958.
A fictional account of actual happenings in the East concerning American diplomatic policy. Readable stories with obvious morals. A factual chapter of hints for students who wish to be diplomats is added. SC '67.

Wost, Morris L. The ambassador. Morrow, 1965.
A fictionalized facsimile of the U.S. dilemma in Vietnam. The narrator, the American ambassador Amberley, in telling his own tragic involvement in the happenings shows the religious, political, and national complexities of the situation. SC '67.

GOVERNMENT AND PUBLIC SERVICE AGENT (PEACE CORPS)

Powell, Richard. Don Quixote, U.S.A. Scribner, 1966.
Arthur Peabody Goodpasture is a disappointment to his family in appearance, choice of school, and career. He joins the Peace Corps, becomes a guerrilla leader in the Caribbean, and turns from a failure to a hero. SC '68.

GOVERNMENT AND PUBLIC SERVICE AGENT (POLITICIAN)

Drury, Allen. Advise and consent. Doubleday, 1959.
The story is centered on five men who are vitally concerned with the appointment of a new Secretary of State. It gives a graphic picture of the workings of the Senate and innumerable thumbnail sketches of individuals in Washington who figure in the complex political scene. SC '67.

Knebel, Fletcher. Night of Camp David. Harper, 1965.
A junior Senator spends hours talking politics, personalities, and international relations with the President. Slowly and with horror, he realizes that the President is a dangerous paranoiac. This will appeal to boys with an interest in politics. SC '67.

Knebel, Fletcher. Seven days in May. Harper, 1962.
The story, set against a political Washington background, is about a military plot to take over the government. Its hero is a President, who with six men he trusts, sets out to prove the plot exists and to foil it. SC '67.

GOVERNMENT AND PUBLIC SERVICE AGENT (POLITICIAN)

O'Connor, Edwin. All in the family. Little, 1966.
The Kinsellas are a wealthy, Irish Massachusetts family, dominated--at first--by father who insists that his sons enter politics to clean up a thoroughly corrupt political situation. One son is elected Governor, but political power subtly affects him, ethical problems evoke sharp differences and cause the eventual break-up of the family. SC '68.

O'Connor, Edwin. The last hurrah. Little, 1956.
Frank Skeffington had kept his power as mayor of a large eastern U.S. city for almost 40 years. During the course of his last campaign, he is seen not only as the corrupt grafter ruthless with his enemies but also as a man of infinite charm who truly loved his city. SC '68.

Serling, Robert J. The President's plane is missing. Doubleday, 1967.
Air Force One, the Presidential plane, takes off from Palm Springs, carrying the President of the United States. Over Arizona...the plane suddenly vanishes from the radar screens. The ensuing story is told from the viewpoint of the frantic investigators, the weak Vice President and the members of the Cabinet. SC '68.

Warren, Robert Penn. All the king's men. Harcourt, 1946.
A novel about a political boss, Willie Stark as told by his publicity man. Stark, a young, back-country Southern lawyer, becomes a power in his state and then abuses his position. SC '67.

HOMEMAKER

Mather, Melissa. One summer in between. Harper, 1967.
A novel in the form of a journal kept by a 19-year-old Negro college girl in which she describes her summer working for a Northern farm family. SLM October '67.

INDUSTRIALIST

Arnow, Hariette. The dollmaker. Macmillan, 1954.
A courageous and unselfish Kentucky country woman is forced by the war to leave the happy, although poverty-stricken, community where she has spent her life and go to Detroit, where her husband has found work in a factory. The meanness, squalor, and lack of privacy of her new surroundings, and the debasing effect of the city on her husband oppress her. SC '67.

Moll, Elick. Seidman and son. Putnam, 1958.
An interesting story of the life of the family of a New York dress manufacturer. BH

JOURNALIST

Albrand, Martha. A call from Austria. Random, 1963.
Romance and intrigue in Latin America as an American journalist probes into Nazi secret activities. SLM, April '64.

Hobson, Laura Z. First papers. Random House, 1964.
Shows the lives of two families. One, headed by an eloquent Russian-Jewish emigre editor, is suffering the stresses and strains of the second generation's urge toward conformity. SC '67.

MINER

Jenkins, Geodffrey. The river of diamonds. Viking, 1964.
Adventure-suspense-mystery novel involving undersea diamond mining off the coast of South Africa. SLM, December '65.

Llewellyn, Richard. How green was my valley. Macmillan, 1941.
The youngest son of a Welsh miner tells how the slag heaps from the mines encroach upon the valley and destroy its green loveliness. Into this valley come unemployment and mine disturbances which affect the happiness of his family and of the entire community. SC '67.

MUSICIAN

Hentoff, Nat. Jazz country. Harper, 1965.
Set in New York City, this novel portrays the jazz world as seen by a boy who longs to be a jazz musician and who discovers, from the Negro professionals who become his friends, that being a true jazz artist does not depend on the color of one's skin. SC '67.

MUSICIAN (SINGER)

Wolff, Ruth. A crack in the sidewalk. Day, 1965.
Living on the second floor of a drab building surrounded by cement, Linsey Templeton dreams of a better life and finds the means through her lovely voice by becoming a folk singer. SC '67.

POLICEMAN

Jeffries, Roderic. Patrol Car. Harper, 1967.
The author's straightforward, almost documentary style lends authenticity to a detective story featuring the duties of English motor patrolmen. SLM, November 1967.

RANCHER

Schaefer, Jack. Shane, Houghton, 1954.
Shane appears at the farm of homesteader Starrett, stays on long enough to help Starrett's fight against the man who is trying to force them out of the valley and then disappears. SC '67.

RANCHER (COWBOY)

Decker, William. To be a man. Little, 1967.
American cowboys at the turning of the 19th century, vividly depicted by the novelist. SLM, March 1968.

RANCHER (HORSEBREEDER)

Stranger, Joyce. Breed of giants. Viking, 1967.
A raiser of Shire horses is beleaguered by hard luck just at the moment when fame and prosperity are at hand. SLM, December, '67.

REALTOR

Lewis, Sinclair. Babbitt. Harcourt, 1922.
George F. Babbitt is a successful real estate man, a regular fellow, booster, Rotarian, Elk, Republican, who uses all the current catchwords, molds his opinions on those of the Zenith Advocate-Times and believes in a sound business administration in Washington.

RELIGIOUS LEADER (CLERGYMAN)

Chase, Mary Ellen. The lovely ambition. Norton, 1960.
A novel of quiet atmosphere and nice people tracing the move to a Maine parish of an English Wesleyan minister and his family of girls, one of whom narrates the story in retrospect. SC '67.

Turnbull, Agnes Sligh. The gown of glory. Houghton, 1952.
The wholesomely sentimental story of a modest minister in a small Pennsylvania town in the early 1900's. SC '67.

RELIGIOUS LEADER (NUN)

Barrett, William. The lilies of the field. Doubleday, 1962.
An amiable southern Negro, driving through the Southwest after getting out of the Army stops to help four German refugee nuns build a church, stays to finish the job, and then disappears, leaving behind him the legend of his faithful help. SC '67.

RELIGIOUS LEADER (PRIEST)

West, Morris L. The shoes of the fisherman. Morrow, 1963.
The dilemma of a modern man elected Pope. The machinery of election, the pomp and circumstance, the loneliness, the fear, and the exaltation of this man, Kiril I, become the heart of a novel. SC '67.

RELIGIOUS LEADER (RABBI)

Potok, Chaim. The chosen. Simon and Schuster, 1967.
Reuven Malter's friendship with Danny Saunders, son of an austere Hasidic rabbi, involves Reuven intimately in the conflict between Danny and his father. Concerned with the maturing of two teen-age boys. SLM, January '68.

SAILOR

Armstrong, Richard. The big sea. McKay, 1965.
Two apprenticed seamen spend several tense days aboard the abandoned gale-crippled S.S. Kariba fighting to save the ship. SLM, January '66.

SCIENTIST (METEOROLOGIST)

Bagley, Desmond. Wyatt's hurricane. Doubleday, 1966.
Dave Wyatt was a West Indian meteorologist stationed with the U.S. Navy hurricane hunters on a Caribbean Island. He predicted a hurricane, but no one paid attention because a revolution was imminent. As the rebels' guns hammered one end of town, the storm threatened the other. SC '68.

SALESMAN

Cavanna, Betty. The country cousin. Morrow, 1967.
After not being accepted at college, a young girl finds satisfactions as a trainee in a lady's dress shop. SLM, May '68.

SCIENTIST (METEOROLOGIST)

Bova, Ben. The weathermakers. Holt, 1967.
A young scientist must contend with the political and economic interests of others, in addition to his purely scientific ones in weather control. SLM, March '68.

SECRETARY

Stolz, Mary (Slattery). Some merry-go-round music. Harper, 1959.
One of the better novels for teen-age girls in which the heroine, a New York City secretary, learns to face life with honesty. BH.

STOREKEEPER

Morley Christopher. The haunted bookshop. Lippincott, 1955.
Roger Mifflin keeps a secondhand bookshop in Brooklyn. He takes in the daughter of a friend to learn the book trade, and immediately a mystery develops. SC '67.

Morley, Christopher. Parnassus on wheels. Lippincott, 1955.
The title is derived from a wagon bookshop drawn by Pegasus, a sleek well-fed horse. The owner of the wandering bookstore is Roger Mifflin. SC '67.

TEACHER

Holland, Isabelle. Cecily. Lippincott, 1967.
An English teacher in a British boarding school and her Rhodes scholar finance come into conflict over one of the students. SLM October '67.

Kaufman, Bel. Up the down staircase. Prentice-Hall, 1965.
A loosely constructed appealing novel about a New York City high school. The school is overcrowded, chaotic; the students, disorderly, underprivileged; the teachers, inspired, good, bad, or neurotic. SC '67.

Patton, Frances Gray. Good morning, Miss Dove. Dodd, 1954.
When the citizens of Liberty Hill see the redoubtable Miss Dove being carried to a doctor, two generations remember with gratitude a code of behavior learned in her classroom. SC '67.

Wolff, Ruth. A trace of footprints. Day, 1967.
Sam Archer, 82 and a beloved retired teacher, has much to relate about living in a small American town. SLM, April 1968.

TEACHER (COLLEGE)

Cather, Willa. The professor's house. Knopf, 1925.
This novel concerns Professor Godfrey St. Peter, whose middle age in a university town in the 1920's is made interesting by completion of a work on Spanish explorers in America. SC '67.

TEACHER (RURAL SCHOOL)

Cockrell, Marian. The revolt of Sarah Perkins. McKay, 1965.
Hoping not to lose another teacher to matrimony, a Colorado frontier community picks Sarah Perkins for plainness, but Sarah proves to be a fireball, especially in the cause of education. SLM, December '65.

Walker, Mildred. Winter Wheat. Harcourt, 1944.
Ellen Webb describes the life on the ranch she loves. After college, she returns home to teach in a rural school. SC '67.

EO#4-6

REVIEW OUTLINE--FOR BIOGRAPHY OR AUTOBIOGRAPHY

Title

Author

Write a brief review of the story.

What person's life is revealed in your book?

In what country did this person live and perform his work?

In what field of endeavor did this person make a contribution? (Explain)

What effect did this contribution have upon the world?

What did you learn about the personal habits, and life style, of this person?

What obstacles did he have to overcome?

What special advantages or opportunities did he have?

Do you admire this individual after reading this book? Why or why not?

Would you recommend this book?

Would all of your classmates enjoy reading this book? Why?

What kinds of satisfactions did this person get from his/her work?

What did he/she do in leisure hours?

How important was work in the life of this individual?

Would you enjoy the kind of life style this person had?

Pages 73-83 have been removed because they are copyrighted. They contained "The Life Career Game" from Personnel and Guidance Journal, December 1967, 328-334.

Life Style Concept Test

Directions: Write a brief explanation of the words or phrases below.

1. job
2. occupation
3. career pattern
4. values
5. life styles
6. vocational life stage
7. self-concept
8. leisure
9. work
10. vocation
11. avocation
12. non-work
13. automation
14. cybernation
15. serial careers